The Shakerite

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Shakerfest reflects youth's talent

by Marc Insul

If it's May, then it must be time for Shakerfest, "An Annual Celebration of Learning," held at Byron Junior High School. Shakerfest is a two-day event held during one weekend every May to acknowledge the achievements made by the students of the Shaker Heights City School District.

This year's Shakerfest ran from Friday, May 3 to Saturday, May 4. All the festivities got underway Friday evening with the Spring Band Concert, showcasing the Shaker Heights School Concert Band and the All-District 5th and 6th Grade Band.

Saturday was the day for the students of all the Shaker schools to display their talents. Students from Byron Junior High School showed their art with a live demonstration. Another live demonstration was Science Today: A Junior High Experience, showing off the progress made by science students in both junior high schools. The Byron library was filled with computers and displays on library media. Shaker's magnet schools also put on exhibits such as science and French done by Lomond students, literary projects and special projects presented by Ludlow students, and math and computer skills displayed by students from Moreland Elementary School.

Music filled the air courtesy of the 5th and 6th Grade All-District Orchestra and the High School Chamber Ensemble. Meanwhile those attending the Shakerfest were invited to join children in grades 1, 2, and 3 for a sing-along.

The Byron cafeteria was also filled with music which was performed by Byron's Stage Band and Woodbury's Stage Band. The cafeteria was also the sight of skits and poetry performances done by the Shaker High Acting Ensemble for the benefit of those youngsters attending Shakerfest. Shaker High's Modern Dance Group also was at Shakerfest.

Both of Byron's gymnasiums were filled with onlookers who peered at the works of art on display. The theme for this year's art display was "Come Build with Colors," and this was done by all grades in the Shaker School System. Students from elementary schools put their gymnastics, aerobic, and ball-handling skills on display. Also joining in for the show of athletic abilities were the Woodbury Synchronized Swimmers. The students participating in home economics courses showed off their achievements with a fashion and interior design display.

Through the cooperation of these students and organizations, Shakerfest was a success and a good time was had by all.

Students entertain themselves at Shakerfest. MALKOFF

Retirees bid farewell

by David Heller

As the conclusion of the 1984-85 school year approaches, Shaker must bid farewell to many of its finest staff who are retiring after many years of service. This year's roster includes assistant principals June Antoine and Dr. James Hayes, department heads Robert Brown (mathematics), Ruth Lovett (business and vocational arts education), Edward Zednik (industrial arts — home economics); choral director and district music coordinator John Everson; teachers Lillian Politella and Dr. Henry Strater (foreign language), Esther Burroughs (English), Edward Karolak (science), Martin Meshenberg (social studies); librarian Virginia Hoffman; counselors Phil Bachman, Betty Bonthius, Joseph Greene; and secretary Kathleen Zednik.

Several teachers have plans already made for the future, and their past contributions will be remembered. Many retirees have been active in programs beyond their normal duties. Dr. Strater is probably as widely known as coach of the debate team as he is as a Latin teacher. Mrs. Bonthius helped to develop the Independent Study Program, which students use to obtain credit in unusual ways.

Mr. Everson remarks, "I have enjoyed it (Shaker) very much because I have had talented students to work with." Mr. Greene has found it gratifying to see students develop their potential in academic and extracurricular areas.

For the retirees, life isn't over yet. Miss Lovett plans much traveling, including a trip to China this summer. Miss Politella hopes to continue to teach in some capacity. Even after many years of teaching, she says, "There's a lot yet to do in life!"

Projects enable growth

by Jaime Kean

As the school year comes to a close, some of you may have noticed the absence of seniors in the high school. Starting May 13, approximately half of the Senior Class has been participating in the Senior Project Program.

Senior Project allows the student to go out of the classroom setting and gives the senior the opportunity to plan and conduct a program of independent study. This enables him or her to learn through experiences not possible to achieve in the school.

To participate in the program, the student must think of an idea for a project that would be accepted by the Senior Project Review Board. The heads of this board are Mr. Baird Wiehe and Mr. John Schutter. After formulating an idea, the student must then contact a sponsor, someone knowledgeable in his field of study. The sponsor cannot be a close relative of the senior. To participate in the Senior Project Program, seniors must first complete the application.

There are many restrictions to being accepted on the project. To be eligible, the student cannot be failing or have an incomplete in any course. Any excused absences over seven and/or one unexcused absence in the second semester make the student ineligible for Senior Project. Seniors not on Senior Project must take spring finals. In previous years, if a senior had a "B" or better for a particular class, he was exempt from that final. Because of the new finals rule, the previous twenty percent limit was changed to an unlimited amount of people allowed to go on Senior Project, letting anyone who qualifies to participate.

Some Senior Projects this year include photographic essays, articles about area restaurants, child-life aids at University Hospital, building a truck, composing a comic book, and research on black academic achievement, just to name a few.

Mr. Wiehe explained that for him, "This year is more hectic because so many students are going on Project. But I'm happy to say the quality of the Projects is excellent." Senior Project, which has been at Shaker since the early '70's, will happily be around for a long time, allowing the seniors the chance to learn in a setting other than the classroom.

This is the first issue of the new **Shakerite** staff for next year. We hope you enjoy the newspaper, and we will try to keep the high standard that has been synonymous with **The Shakerite.**

Students triumph at history contest

by Michael Lee

In what has almost become established tradition, Shaker students captured a large share of the awards at the 1985 State Contest of National History Day, held at Case Western Reserve University on May 11. Over 350 finalists from last month's regional competitions participated. Overall, Shaker placed in three of six categories and had eight state finalists.

In the media category, sophomores Ari Kelman and David Wain took second place with a videotape examining the Warsaw Ghetto. In the group performance category, the group consisting of sophomores David Glenn, Steven Michel, Terri Weissman, Rebecca Bowen, and Steven Moore placed second with a performance dramatizing the story of the Student National Coordinating Committee (SNCC, or "Snick"), a non-violent civil rights organization turned militant. In the historical paper category, Michael Lee captured second place with a study on the Ghanian independence movement. These eight students, along with other first place and second place state winners, will travel to Washington D.C. on June 11 to compete in the final round of National History Day.

History Day finalists — RUDOLPH

Other regional finalists who participated in the state contest included the group of Julia Fuller, Ken Norris, and Sarah Gardner, which finished third; David Wallace, Allan Moore, Jon Kaffen, and David Bond; Ian Fischer and Roland Brucken; Renee Romano; Matthew Burry; and Alison Little.

William Trost, son of Shaker Principal William Trost, won first place in the historical paper category, junior division. He represented a neighboring school district.

English position filled

by Lisa Billowitz

After one year away from the high school, Mr. William Newby is returning to fill the position of chairman of the English Department.

The position had been held by Mr. Robert Hanson for 16 years until this school year, when both he and Mr. Newby left the Shaker faculty temporarily to pursue other projects. During the past year, Mr. John Vargo has been the department chairman.

Mr. Newby's year was spent at the Administration Building as a "teacher on assignment." There, his efforts were used in solving the problems of reorganization of the Shaker schools for next year.

Having been employed at Shaker for 15 years, Mr. Newby has taught English at all class levels and grades. He also has his Ph.D. in counseling psychology.

He is concerned about the problems the English department will face next year as the ninth graders join Shaker. "Physical discomforts," the shortage of space and materials, will affect the department's efficiency and organization, he feels.

Serving the members of his department in coping with these problems is a priority, Mr. Newby believes, as well as the progress of several new, tentative projects yet to be finalized.

One plan to be put into effect as the ninth graders come to Shaker is the development of a curriculum for ninth grade level two English. Previously, only levels three and four have been offered to freshmen.

Another promising idea is the use of computers soon to be available to the English department. The department will have access to 25 new computers to be situated in the library.

Plans for a film guide as an educational tool to promote the use of media in the English classroom are also in the making. Plus, Mr. Newby is interested in expanding the journalism program at Shaker.

Mr. Newby is concerned about the recent accusations that Shaker academically short-changes minority students, average or below-average students.

He feels that his wide range of experience in teaching all grades and class levels enables him to state that in his experience the quality of teaching is no different in a level two class than in an Advanced Placement class.

Violence worsens

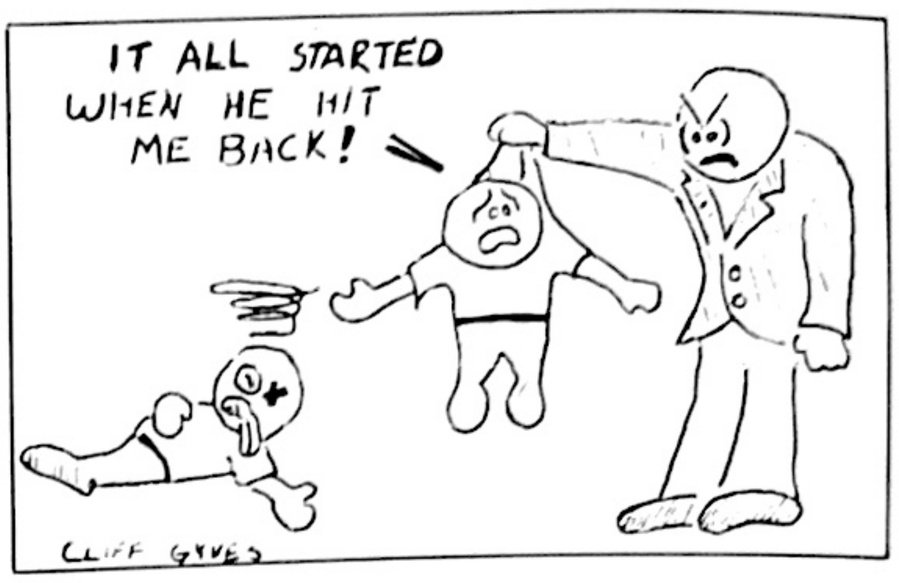
– An editorial –

Violence in schools is a growing nationwide problem. Schools have become increasingly dangerous as students have been carrying and using weapons. During a surprise locker check in a Detroit public high school, over 30 weapons were found, including one gun. The question remains why students feel the need to even bring weapons to school, let alone use them at school.

This national trend has recently spread to our own high school. Several weeks ago, there was a razor blade fight between some girls in the main hall. Supposedly, the argument concerned a water balloon attack. Several of the participants were injured and had to be taken to a hospital.

The recent fight garnered much publicity and prompted many to try to think of possible solutions to the problem. Some parents are afraid to allow their children to attend Shaker, for fear of their child being mugged or beaten up. Prospective students may be scared of the high school as well, having heard horror stories about the violence and crime here. Most of these fears are unfounded. Only a very small percentage of students are involved in any form of violence. However, even the slightest incident causes rumors and damages the reputation of the high school.

Something must be done about this problem, before it becomes uncontrollable. Some schools, like the one in Detroit, have begun surprise locker checks. Perhaps stronger penalties for fighting or carrying a weapon would help. Shaker is a small enough system that problem kids could be identified and dealt with while still young, instead of waiting until they become problems at the high school. This problem of violence is a difficult one to solve, but solution is not impossible.



Progress slows

by Paul Stupay

We are the populus, the proud, the conservatives of this nation. We don't ask for the M-1 "Peace Keeper"; we demand it. It doesn't matter what we believe, only what our previously-divorced moral leader Ronald Reagan believes.

Re-electing our celluloid leader Ronald Reagan has stifled social progress. How can any American looking for change actually support Reagan? Reagan, in fact, is trying to lessen the social progress our nation has made in the past. We had made abortion legal, which had increased women's rights. Reagan, of course, wants to abort abortion. We have separated church and state. Reagan, of course, wants prayer in school.

This conservative attitude breeds non-activism. Conservatives do not want change in a forward direction because they are not willing to share their time and energy for a common cause. Activists, on the other hand, are willing to stand up for their rights that are being impinged upon and help others who need assistance.

Activists are traditionally students. Students are always surrounded by prejudice and discrimination, because they are found in large numbers. The masses of people have needs in common, and if the students of this nation join together in support of a common need, there would be a tremendous effect.

We cannot expect our students to become activists by being involved in their community, engaging in school spirit, or even working against any sort of discrimination, if our commander in chief is against change and social development.

Bitburg visit protested

by Cheryl Schultz

On May 5, 1985, President Reagan defied the wishes of the public majority by visiting Bitburg cemetery in West Germany, where forty-nine Nazi SS graves are located.

All efforts to cancel this visit had failed, even with a unanimous resolution from the Senate, a letter signed by the majority of the House, and numerous protests and marches. All of these protests were raised in one voice, imploring the President to refrain from visiting Bitburg. How can the leader of a country built on the motto, "by the people, for the people," simply ignore the voices of his nation?

A visit to the Bergen-Belson concentration camp was finally added to the agenda to precede Reagan's controversial ceremony at Bitburg. But this was only an attempt to calm the public voice, as previously an invitation to another concentration camp had been refused. This visit to Bergen-Belson held no meaning to Reagan, as he did not earnestly mourn the deaths of all who entered its gates during World War II.

Reagan's reasoning for his Bitburg visit was to strengthen West German-American relations. Yet, the German people do not support the crimes of Nazi Germany, so why should our President? Reagan doesn't seem to realize that he can not forgive the crimes of the Nazis. Only their victims can forgive them, and they certainly do not appear as if they are ready for that sacrifice.

To forgive and forget the crimes of the SS is simply not allowable. These murders, under any circumstances, should be condemned, not honored. The number of possible sites to commemorate forty years of German-American peace is unlimited, so why Bitburg?

As that Sunday afternoon came to a close, President Reagan had still followed his personal political preferences. While representing this country on an official state visit, he first recognized all of those who were innocently murdered during World War II. Then he honored their murderers.

School should integrate staff

by Herman Graham

As the ninth grade program moves to the senior high school, Shaker administrators have been provided with a rare opportunity to enhance black achievement. This educational reorganization, coupled with the large number of teachers retiring this year, should generate some job openings. These positions should be filled by black teachers to depolarize better the staff and improve conditions for black and white students. I feel that Shaker needs more black teachers to serve as role models for black students who are trying to achieve and may need the advice of "someone who has been there."

Another benefit of an affirmative action hiring policy is that it would generally aid the process of depolarization. This advantage would come from the relationships of respect that will develop between white students and their black teachers. These relationships, formed at an early age such as the high school years, tend to dispel forever the prejudices and fears which whites often form of blacks because of American stereotypes. Administrators may want to pay attention particularly to the math and science departments when hiring black teachers because they inherently have had few or no blacks on their staffs. And the reorganization process should allow the administration to hire more black teachers without firing or inconveniencing anybody. Nevertheless, the acquisition of more black teachers is essential and must be achieved, regardless of facility.

In addition, all new and current black teachers should have equal access to teaching honors and Advanced Placement classes. This suggestion does not mean that black teachers should not teach regular and lower level classes because they should as their presence is needed there also. However, the quality of the black teachers at Shaker High School mandates that they be allowed to teach advanced curricula. This standard would create a two-fold advantage. First, it would make the school more perfect. And second, it would give black students a role model in this academic area to voice any concerns or reservations they might have or talk about their current educational status.

Also, the creation of an organization of black students may serve as a needed outlet to entertain the concerns of black students at large. Such a group would serve as a structured buddy system where students could help each other study for homework and tests. Also, this organization could inform its members of educational opportunities at Shaker and in the community.

Ultimately, administrators and student groups can provide students only with opportunities; students have the responsibility to use them. Also, students must make sure that the fine educational facilities like the tutoring center remain effective and in existence.

Nobody really cares

by Scott Spring

Unfortunately, I feel a need to express my dissatisfaction with the noticeable level of apathy in our own school. In the last **Shakerite,** a certain editorial proposed that "when students stare at textbooks burning that midnight oil and then are too tired to absorb classroom teaching, something is wrong." However deep-rooted and complicated the cause, SHHS is plagued by just plain laziness.

One of Shaker's greatest assets is its diversity — it allows and encourages any individual to do his own thing. But this works against any concepts of unity. There is hardly any school spirit. Oh, sure, the band loves the band, and the field hockey team loves the field hockey team, but does anyone else? Nobody attends sports events here in comparison with other high schools; this is largely true of many school-sponsored activities.

National, state and community issues are generally ignored and only a few selected issues at Shaker are addressed by students and faculty. Face it kids — the student parking problem is here to stay, as is the litter all over the campus, and the conflict over the brilliantly renovated faculty restrooms.

Somebody is offering some of the school's better teachers early retirement packages this year. Why are there incentives for them to leave? Many would rather stay, except for the economic reasons. And nobody cares. Anyway, nobody's doing anything about it (including me).

As hoards of seniors loudly paraded around the building on "Senior Project Evacuation Day," I knew what they were smirking about. They had just conquered the ultimate form of apathy — senior slump. For us, the quest is just beginning.

Vargo agrees — teach all literature

Dear editor:

In response to Marleen Pope's editorial in your May 3 issue ("Equal Time for All"), I am glad to hear a student ask questions about the role of Afro-American literature in the program. It is a significant literature that deserves attention, especially in an integrated school.

Though we conducted a study on the subject, sent the department chairman one summer to an institute, out of which grew an annotated list of suggested works, and every year have reviewed the department book list, I agree that we can all stand some urging towards an ever more comprehensive study of black writers.

In the meantime, I would like to point out that in the 10th and 11th grade literature anthologies used in our classes are prose pieces (fiction and essays), and poetry by most of the well-known black writers: Ralph Ellison and Richard Wright; Paul Laurence Dunbar and James Weldon Johnson, Countee Cullen and Langston Hughes; Gwendolyn Brooks, Robert Hayden and Leroi Jones.

Novels and biographies often taught to 10th and 11th graders include those of Gordon Parks, James Baldwin, and Richard Wright. A well-worn supplementary anthology frequently used in the 11th grade classes is **Black Voices,** a compilation of fiction, essays, and poetry.

Could we do more? Yes, I'm sure we could. Every year we re-examine departmental book lists and courses to see if we are representing groups, style periods, and types of writings in our literature classes. We will continue to do so and will appreciate questions and suggestions from students as part of that process.

Sincerely,
John K. Vargo
Head, English Dept.

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Kimberly Stewart - Cuyahoga Comm. Coll./Work
Matthew Stowell - Undecided (Coll.)
Ruth Strasburg - Oberlin Coll.
Paul Strater - Coll./Work
John Strauch - Dartmouth U.
Dana Sukenik - U. of Pennsylvania
Brian Sullivan - Undecided
Margaret Sullivan - Ithaca Coll.
Laura Swartzbaugh - Carleton Coll.
Mostafa Tabrizi - Undecided (Coll.)
Miyoko Takushima - Return to Japan (AFS)
Gergely Tapolyai - Cleveland State U.
Michael Tate - Brown U.
Stephanie Tavill - Washington U.
Diana Taylor - Cuyahoga Comm. Coll.
Judy Taylor - Northwestern U.
Valarie Thomas - Ursuline Coll.
Darrin Thornton - Northwestern U.
Ann Tobin - Ohio State U.
SeMone Traylor - Ohio U.
Claire Tuthill - Oberlin Coll.
Kelly Valentine - Howard U.
Barbara Vander - Bradley U.
Andrew Vargo - Kent State U.
Timothy Vereb - Ohio U.
Mitchell Vrana - Citadel Bible Coll.
Thomas Wachs - Miami U.
Karon Waites, Jr. - Cleveland Inst. of Art
Adam Waldbaum - Ohio State U.
Judy Walters - Miami U.
Stacey Warner - Work
Abigail Warren - U. of Wisconsin
Kristyn Warren - Hampton U.
Matthew Wayne - Ohio State U.
Carolyn Webb - American U.
Leslie Webster III - Amherst Coll.
Stephanie Weiner - Miami U.
Tracy Weiner - U. of Michigan
Lee Weinstock - Ohio State U./Work
Jacqueline Weltman - N. Carolina State U.
Ivan Wheeler - Antonelli Inst. of Art
Elizabeth Whelan - Ohio State U.
Peter Wiehe - Williston-Northampton School
Charisse Wilcox - Ohio State U.
Martina Will - Miami U.
Michelle Williams - U. of Cincinnati
Rachel Williams - U. of Cincinnati
Sarah Wilsman - Kenyon Coll.
Cara Wilson - U. of Michigan
Derrick Wilson - Morehouse Coll.
Cynthia Wochner - Smith Coll.
Rory Wohl - Carnegie-Mellon U.
Stephen Wright - Ohio State U.
Deborah Wyman - U. of Wisconsin
Michael Young - U. of Pennsylvania
Kathryn Ziegler - Indiana U.

Achievement can improve!

by Darrin Thornton

The purpose of this article is to address the problem of black achievement in our high school from many different viewpoints. The editors of this page hope that this article will encompass the views of everyone concerned and perhaps spark some revelation on how to solve this cancerous disaster. Because of the fragile manner in which this topic should be discussed, names of contributing students, who wish not to be mentioned, will not be revealed to avoid any unnecessary problems and to assure a straightforward response.

After speaking with a group of students from both races and with various levels of academic success and interviewing various administrators, all theories on the causes for this problem fell into three basic categories. These areas were students, administration, and parents.

The first and foremost area that was usually discussed before the rest was students. The group's concensus indicated that there was a strong lack of self-esteem among black students in regard to academics. Black students put themselves down before they even try to apply themselves in higher level classes. They are often intimidated by the work load in upper level classes, and often don't do well in regular classes because of the inferiority complex that they have developed over the years. It also seems that many black students have limited goals or expectations for themselves to strive toward. However, they contain some "pie in the sky" hope for success. Mr. John Addison says, "Blacks are born into a society that has had low expectations for them particularly in the academic area. Blacks are human and many of us have been impacted by what has been taught; consequently, too many of us, too often fail to have the expectations for ourselves which we need to reach our potentials and sometimes be competitive in our modern society." One of the students in the caucus group stated: "There is a peer pressure among black students not to achieve and just float along."

The second category discussed was the administration. Most students felt that the black students are not encouraged on a whole to take the upper level classes. But the more pressing issue was that of encouragement in the regular class setting. One student expressed his frustration by saying, "Some teachers that I have had in the past, grade school in particular, failed to give me encouragement to do well when they gave other white peers an abundance of encouragement."

The third category, parents, was the last to be discussed. It was hard for the student group to understand how such a large percentage of black students have point averages under 2.0. There seems to be a lack on the parents' parts to motivate their children to study. Mr. Addison again sheds a little light by stating, "In most communities these parents would be doing an efficient job but in a super-competitive community like Shaker, it simply isn't enough. It's not a moral or ethical question; parents don't do a poor job; they give what they have. Not implying that parents are deficient."

At the end of our student meeting we realized that in order to combat the problem of black achievement in Shaker there needs to be a three-fold change in the role of the parents, the expectations of the teachers, and the motivation of the students.

Michael Tate strives for success

by Adam Lehman

Walking through the hallways of Shaker Heights High School, one is apt to see many kinds of achievers. There are over-achievers, under-achievers and even achievers. Yet, among the many black achievers at the high school, Michael Tate stands alone.

Ever since the creation of the high school grading system, the 4.0 grade point average has been regarded as outstanding achievement for anyone, and Michael is the only black student who has reached that plateau in the Class of '85.

For Michael, his desire to excel was first influenced in grade 5 when he joined the Ludlow program for advanced students. This desire carried over to Byron Junior High School where he continued in the advanced track and reached its fruition at the high school where Michael carried a course load including Advanced Placement English, French, and History, as well as accelerated math and science courses.

To survive these courses with such pleasing results, Michael found it necessary to concentrate on academics. Encouragement was provided by his parents and teachers, yet the results are basically a product of his own personal drive.

When asked what he was forced to sacrifice to achieve this level of excellence, Michael was unable to remember anything. He's found time to enjoy the company of friends and family. Furthermore, he has been actively involved as a soloist in three choirs at the high school as well as the well-known Singing Angels. He has performed in three musicals and participated as a member of the Student Group on Race Relations. Thus Michael has had few problems in finding time to foster his talents, serve his community, and mix his social and academic lives.

Michael will attend Brown University as proof of the product of intelligence combined with personal drive. One can only hope that in the future more students can follow his example.

Graham achieves goals through politics, debate

by Darrin Thornton

Herman Graham is one of Shaker's success stories in flesh and a proven leader as well. Although Herman has been faced with a school situation where he, being a black student trying to achieve, is in a outrageous minority, he still has overcome this obstacle and prevailed.

The abilitiesof this man are diverse and abundant. Herman has been a four-year member of the Shaker Speech and Debate team (including ninth grade), a founding member of the Student Group on Race Relations, an editor of **The Shakerite** newspaper staff, a member of the Shaker Academic Decathlon Team, and a student mentor for sixth grade students. All of these activities require Herman to draw from many of his past educational experiences to complete them successfully.

In elementary school Herman's mother was a great influence on him and his developmental process. "My mother was very serious about elementary school, and she also made sure that other opportunities outside of school were available. Herman states and stresses that as a result of his mother's efforts, he was able to make a close correlation between academics and their practical relationship to the real world. To clarify, he used an example of a computer class that his mother encouraged him to take during his elementary school years and how it helped him realize how important it is to have a good knowledge of math and science. Herman says, "She is always behind me and very supportive in whatever I do."

Herman Graham plans to attend Yale University in the fall and expects to study law in graduate school before becoming a politician. Herman has one suggestion for black students and that is, "Take advantage of every educational opportunity possible; first and foremost do well academically, and seek extra help as needed, and then participate in any extracurricular activities that interest you."

Talented Norris turns in a winning performance

by Micah Green

Kenny Norris is outgoing and personable; he is also extremely talented and highly motivated. After hours — school hours — Ken usually can be found working the Shaker Theater Department. In addition to performing in school productions, Ken has written several songs for use in school plays, both the lyrics and the scores. Kenny played important parts in **Pippin, Runaways, Nothing to Do;** and he composed the music for "Waiting" in **New Stages.**

Kenny also plays an active role in the Student Group on Race Relations and is the superintendent of the Student Advisory Committee. The committee is a group of students, three per grade level, who meet with the superintendent to discuss their likes, dislikes, and the things that they perceive as needing change.

Ken also is a member of Chanticleers. He likes music, reads much, and enjoys painting.

When asked what motivates him, Ken quipped "peer-pressure," but he went on to describe a desire for success that can only be achieved through hard work. He attributes his motivation to the influence of his parents and of fellow students.

Ken has been inspired by numerous artists in poetry, writing, music and drama, and in particular, by George Winston.

Ken gleefully and firmly refused to divulge any sensitive information regarding his G.P.A. Next year he will be at Yale, where he is thinking about studying architecture, he said, "despite the fact that some people do not think I would make a good architect." "But that," he went on, "is not important. What I want to do is the big thing."

On the subject of black achievement, Ken stated, "I am concerned about the disparity between the black achievement and non-black achievement. It is worrisome."

Speaking of personal experience, he said, "Sometimes it was difficult to sit through a class because I felt intimidated by teachers and by other students. I didn't feel discriminated against, just different in some unexplainable way. For a while, I was convinced that some of my teachers thought I was stupid, so I would not put in a lot of work and would not try."

But because of some supportive friends and through participating in extracurricular activities, he came to realize that it is most important to "be yourself regardless. If you know that you have what it takes, no one can convince you otherwise."

Ken believes that one of the keys to achieving success is to "Be yourself, even though people may misunderstand you. The misunderstanding," he explained, "is their problem."

The articles on this page are representative of black achievement in this school. Space did not allow for coverage of all the persons who might have been featured.

Thornton is a diverse achiever

by Seth Rosenthal

Motivation and success. We want the former to come from within us with the hope that it will enclose us with the latter. For Darrin Thornton, both words are quite meaningful. Why? Because they embody what his life is all about.

In a school and a city of achievers, Darrin stands close to alone in terms of accomplishment. He has not only maintained his extracurricular pursuits. Darrin will leave Shaker with a solid 3.49 average, attained through honors courses in science, math, and Spanish.

He will also leave with the fond memories of a number of extracurricular activities tucked under his belt. For the past two years, this newspaper has been one of his mainstays. In 11th grade, he supervised the goings on of athletics around the school as sports editor, and this year, he tackled the demanding task of **Shakerite** editor-in-chief for two years, he dedicated his time to our school's football program, and for three years, he helped to direct one of the school's more innovative programs, SGORR. Furthermore, Darrin's musical pursuits and achievements are worth extra-special mention. As a member of the band, orchestra, and jazz ensemble, he has gained numerous awards in solo and ensemble contests as well as personally gratifying self-satisfaction.

But, in being a black achiever, does Darrin see himself as different from the rest of the student body? No, not really. In all of his interests and successes, he has perfectly maintained and acquired many friends because of his personality and has shaped and kept his own, unique identity. He does, however, see problems in this school concerning achievement. Firmly believing in the cooperative development of more positive role models (teachers, for instance), parents' involvement in the student's formal educational process, and most importantly, the students' self-motivation process, he faithfully maintains that the problem can be licked.

Darrin, in all of his pursuits, emulates what many can strive to become. Next year, he will attend Northwestern University, with eyes for a career in business, knowing full well that he will never lose his identity, the edge, and the warm personality that have made him what he is today.

McRae has a message

by Brent Silverman

Bill McRae is the embodiment of diversity and success in a school system where achievement is the norm, but black achievement is rare. He has overcome several obstacles to become a successful student, athlete, and musician.

Academically, Bill carries a 3.3 G.P.A. while maintaining two Advanced Placement classes. He was a Commended National Merit Scholar and a National Achievement Finalist in recognition of his PSAT scores. Also, a member of the Academic Decathlon Team, Bill is listed in **Who's Who Among American High School Students.**

Not only has Bill achieved in the class room, but extracurricularly as well. He was a varsity football letterman and continued to nurture his interest in sports as an editor of this publication, **The Shakerite.** When it comes to music, Bill jams with the best on his tenor saxophone; he has won awards for outstanding musicianship at Lakeland Community College, Cuyahoga Community College, and the Ohio Ensemble Contest.

So, what makes Bill McRae tick and why does he strive to succeed? Bill states, "It started with parental motivation back in elementary school and junior high. My parents encouraged me to compete with the best academic members of the class and told me that I had the potential to do as well as any of them. The self-realization that unless you strive to achieve when you're young you will be condemned to a future that you really don't want was also a motivational force."

When asked what could be done about the rampant inflation of black underachievement, Bill said, "The black students must be convinced that learning will not only benefit them, but also help them gain respect which is the most important thing you can get from someone." He cites the emergence of a universally-respected black role model and improvement at home as the key factors in the process to influence black achievement.

Bill will be attending West Point next year on a full government scholarship. He sees graduate school and a possible medical career in his future.

Eat these, cookies

by Alison Little

If you have been seeing a lot of white paper bags or dreaming of chocolate chip cookies, you are not alone. The Goslar Cookie Co. has been in business for six months. The idea came about when five Shaker students wanted to earn money for an exchange trip to Goslar, West Germany. The Goslar Cookie Company makes four different types of cookies: oatmeal, molasses, peanut butter, and chocolate chip, which are sold by the dozen. Chocolate chip cookies are sold in school. Each white bag contains four deliciously wonderful cookies.

The cookies are baked once a week at the First Baptist Church in Shaker. It is a time-consuming job to bake all of those cookies. Two hours is usually devoted to buying ingredients and about six hours is spent baking the cookies! Spending six hours couped-up in a kitchen can make tensions run high, but all of the members of The Cookie Company are good friends. "I don't think we could have survived this long if we weren't," one cookie baker said. At the end of the six hours there are usually about 1,520 chocolate chip cookies in 380 white bags just waiting to be taken to school. "If you can't identify it," Meg Davies, one of the six Shaker students who formed cookies for Goslar, said, "don't bake it." It is their golden rule, and it seems to be working well.

If you want to try the now famous Goslar Chocolate Chip Cookies, you should hurry. The company is getting ready to shut its doors. The school year is coming to an end, so is the Goslar Cookie Company.

Are any of the six members of Cookies for Goslar sad to see the venture come to an end? Well, maybe not sad, but as Jenny Goss said, "It's not just a job, it's an adventure." An adventure that seems to have paid off. How many high school students do you know who have started their own company? Who knows, some day Cookies for Goslar may go national, but not in the near future. A lot of support came from the parents who not only put up money at the beginning, but a lot of patience throuhgout the six months.

Any chances for a cookies for college company next year? Probably not: most of the company will be seniors next year and have planned a busy year that does not include cookies.

Cookies for Goslar includes Meg Davies, Alison Little, Jenny Goss, Renee Romano, Miyoko Takushima, and Scott Spring.

Cookies make money for Goslar. SILLIMAN

Choir salutes director

by La Moyne Porter

It's spring, and young men and women's thoughts turn to love. Well, the last choral concert of the year reflected love and God, as well as other things which didn't remind me of the homework that I hadn't accomplished. Mr. John E. Everson's brilliant A Capella Choir began with "A Sentimental Journey Through the Forties."

The A Capella choir then separated into the Chamber Choir and poured forth more glorious song. The song "No One's Perfect" was especially excellent. This was due to the humorous quality of Asha Walker's solo. She sang off-key and out of sync with the background singing. The choir also contributed to the humor by singing in the wrong pitch.

The Chanticleers then sang a few upbeat songs. There were two things to notice about these selections. First, the song "Footloose" featured a humorous soloist, Adam Leham, who sang in a country-type accent while wearing "Risky Business" glasses. Secondly, Scott Spira added much to the performance with his "Go ahead make my day stance" and the rhythmic movements of his right leg.

Before the last selection of the Chanticleers, Kaila Schwartz introduced a special goodbye song for the choir to express their gratitude and appreciation for the fine work of Mr. Everson. This year and concert were Mr. Everson's last after 32 total years of teaching. Because of this sentimental event, the choir was especially effervescent and ebullient throughout the entire program.

Winding up the ceremony, Principal C.A. Zimmerman and Dr. Peter P. Horoschak presented Mr. Everson with a Shaker learning mug in a brown paper bag, stating that he was "one of the very best." Alumni members of Mr. Everson's previous choirs and family members came to see this last performance. The choir presented Mr. Everson with a tape, a radio/tape player, a silver watch, and a plaque, commemorating his fine work. The choir also presented the Everson family with a crystal bell and a stained glass pendulum made by Peggy Sullivan's mother. As Mr. Everson stated, "This year's choir is one in a million."

Who's who in class of '85

CLASS CLOWN
FINALISTS — Blake Dickson, Greg Grossman, Chris Valerian
Vikkeba Dickerson, Angie Love
WINNERS — LUKIE
Lisa Booker

PRETTIEST EYES
FINALISTS — Richard Bellon, Kevin Behm
Lynn Glickman, Sarah Kelly
WINNERS — John Lee
Karen Nagusky

MOST LIKELY TO SUCCEED
FINALISTS — Michael McElroy, Jack Strauch
Julie Fuller, Marleen Pope
WINNERS — Seth Rosenthal
Kelli Richardson

PRETTIEST SMILE
FINALISTS — Paul Bixler, Peter Sload
Stephanie Howard, Sarah Kelly
WINNERS — Scott Drehs
Lynn Glickman

FRIENDLIEST
FINALISTS — Steve Ellison, Ian Singer
Cheryl Clark, Judy Walters, Betsy Whelan
WINNERS — Kenny Norris
Kelli Richardson

PREPPYEST
FINALISTS — Chris Owen, Jack Strauch, Peter Wiehe
Liz Phipps, Judy Taylor
WINNERS — Neil Luria
Sarah Wilsman

BEST DRESSED
FINALISTS — Mel Arnwine, Eric Rhodes
Kelly Chapman, Lisa Yelson
WINNERS — Scott Drehs, Derrick Wilson
Lisa Boyd

MOST ATHLETIC
FINALISTS — Steve Ellison, Jack Strauch
Shelley Hart, Kathryn Ziegler
WINNERS — Seth Rosenthal
Lisa Booker

MOST SPIRIT
FINALISTS — Paul Bixler, Mike Lukachek
Audrey Durham, Stacy Jackson, Kathryn Ziegler
WINNERS — Jim Cappelletti
Judy Walters

PHOTOS BY RUDOLPH

35,000 die today

by Jennifer Gray and Gordon Kushnick

It is true. 35,000 will die from hunger today. Even worse is the fact that 35,000 died from hunger yesterday, and 35,000 people will die from hunger tomorrow. With numbers like these, the possibility of ending hunger may seem futile to even think about. However, we can end hunger, and we can do it by the end of the Twentieth Century. You are the answer to the end of this world-wide problem. Your commitment of time and energy to ending world hunger multiplied by the time and effort of millions of other volunteers throughout the world can successfully end hunger by the end of the year 1999.

In Shaker Heights, 15 students under the sponsorship of Mr. Jon Bender and Mr. Tim Shuckerow have formed a group to do their part in ending world hunger. The group, formerly called Students and Teachers Against Famine (STAF), recently changed its name to The Student Effort to End Hunger (SEEH). These students meet every Monday night to discuss the group's next move towards ending world hunger.

SEEH has three main goals in mind: to increase community awareness about hunger, to aid those people who are going hungry in the Cleveland area, and to send money to other parts of the world through a responsible source yet to be determined by the group. In Cleveland, the Student Effort to End Hunger has proposed to do volunteer work in soup kitchens or raise funds or even help to distribute surplus food bought by the government in order to feed the hungry of the nation. Abroad, possibilities are to send money through an established relief organization or to send money via personal connections with people who live in Africa and can buy and distribute food.

There is always room for more members in SEEH. To end world hunger, we need to use the talents, resources, and creativity of everyone. The only requirement is a personal commitment to the task of ending hunger. The Student Effort to End Hunger holds periodic hunger briefings to explain the facts, misconceptions, and realities of world hunger.

SEEH plans its attack on hunger. SILLIMAN

Catch the Beat

by Pat Greenlee and Gordon Kushnick

This marks the end of **Catch the Beat's** first year. Those of you who liked what we had to say, thank you. Those of you who did not like what we said but still read us, we thank you, too. In keeping with our narrow-minded tradition, we would like to enrage a few more of you.

Let's talk about heavy metal. Heavy metal is as far from a form of music as McDonald's is from being a fine restaurant. Heavy metal singing is screaming, and drumming is flailing one's arms and randomly coming in contact with a piece of an overly-stocked drum set. As for guitar playing, one can get a better sound by feeding a good guitar through a paper shredder.

And what is so intriguing about a bunch of guys in tight leather pants with long hair?

About the wonderful lyrics, did you ever notice that heavy metal bands have only three things to talk about? They are sex, drugs, and rock'n'roll. First of all, they must have failed their sex education courses because some of these guys could win the Miss You Have Got To Be Kidding Award. And the women could replace the Browns' front line and protect Bernie Kosar until the cows come home. About drugs, all I can say is, "They must be on drugs if they call what they are doing music." And last but not least, whatever really happened to rock 'n' roll? I mean, where are today's Little Richards and Chuck Berrys? They are sure not Journey or Rick Springfield.

That's all for this year, but never fear, there will be someone here to tick you off next year.

Ladyhawke lacks plot, thrives on predictability

by Renee Romano and Mike Young

"The movie was as predictable as another Tribe losing streak."

Leonard Milkshake, **GCQ** (Garbage Collectors' Quarterly)

Well, we wouldn't go that far, Len, but we will say this: it was about as believable as the Great Pumpkin, and certainly not as entertaining. You may have heard that **Ladyhawke** was an enchanting and entertaining medieval fantasy. Then again, maybe you don't read **The National Enquirer.** The only intriguing aspect of this film is why Matthew Broderick had anything to do with it.

Broderick plays a character known simply as "the Mouse," a pickpocket with a heart of gold. After escaping from an inescapable Alcatrazian dungeon, the Mouse meets up with the Black Knight. For simplicity's sake, we'll call him Manimal. Manimal is on a quest. He has to uphold the family tradition by butchering the nearest archbishop to get a pretty little rock for his sword, thus reaffirming his masculinity. He needs the Mouse to escape back into prison and let him into the archbishop's cathedral.

Manimal's vendetta against the archbishop (or Father Guido) is twofold, because Guido has cast a nasty tiffy-boo-boo curse on Manny and his betrothed. Since he was rejected by Manimal's bride-to-be, Guido has cast a spell that makes Manimal a wolf by night and his fiancee a hawk by day. This, of course, makes her a lady of the evening. (You can see why their parents wouldn't approve.)

Anyway, the only way the wonder twins can be cured is if they heed the words of a drunken monk and appear together in front of the archbishop "when day and night are one," or during a solar eclipse. Gosh, what a neat idea! Well, to make a too-long story short, Manimal and his honey break the spell, kill Guido, and consequently dance around in the sunlight for about 20 minutes.

Actually, this movie had some pretty innovative ideas. When was the last time you saw a tag-team wrestling match in a church? The soundtrack, too, was an experience. It sounded like the Tabernacle Choir out of control. On the milkbone dog scale of one to five, **Ladyhawke** gets the big two and a half biscuits. It would have gotten a five, except for the outstanding and sensitive portrayal of Manimal's horse. We expect to be seeing a lot of him in the future. He could very well be the next Mr. Ed.

Grad plays ball

by Alton Goldstick

Today, eight years after playing for Shaker Heights High School's 1976 AAA Championship baseball team and four years after playing for Columbia University's Ivy League Club, Jonathan Gordon finds himself the only Clevelander selected to play for the U.S. fast pitch softball team in the World Maccabiah games in Israel next July.

Gordon, who was graduated in 1978, was a top student at the high school. In addition to baseball, Gordon participated in school dramas. He and his younger sister, Francey, who died in 1978, were state semi-finalists in duet acting for their adaption of "The Catcher in the Rye."

Interested in world affairs, he spent the summer before his high school senior year in Bogota, Colombia, as an exchange student and upon graduation from Shaker Gordon enrolled in the School of International Service at American University. In 1979 he transferred to Columbia University and in 1981 graduated with a degree in political science/international affairs.

It was in college that Gordon turned from baseball to fastpitch softball as he found it more fun than baseball and more challenging than slowpitch. For the past few summers, he has played shortstop in the Greater Cleveland Fastpitch League.

Brought up in a very close-knit Jewish family, Gordon was taught to have a reverence for Judaism and a concern for fellow Jews around the world. To Gordon, the Maccabiah experience is much more than playing ball. "As a Jew and an athlete, I am aware of the special significance the games have," he says. "They evoke strong sentiments of cultural pride and embody the spirit of friendly competition as Jewish men and women from different nations are brought together."

Gordon will join his B'nai B'rith Maccabiah teammates July 4 in Philadelphia to play several exhibition games with the area's top teams. They will fly to Israel July 10. Competition there is slated for July 17-19 and 21-23.

Boogaloo '85 is a smash

by Tim Morgan

Saturday, May 11 a diverse crowd of Shaker students, past and present, made it out to Nelson's Ledges for Boogaloo '85. The two-dollar cover charge did not stop the crowds from coming and once inside the park they were treated to swimming and other fun activities which were not provided by the park. The festivities began close to 2:30 p.m. and ended prematurely around 7:30 p.m. due to the break out of an unfortunate fight so that some unlucky latecomers after the long tedious drive down were greeted by departing ambulances and an order to leave.

For those who did make it, they had the time of their lives conversing and partying with friends from Shaker and a variety of people from other schools. Many Shaker students were eager to voice their opinions about Boogaloo '85. Linda Roth commented, "It was one of the best times I have ever had. Shaker students have never gotten along so well. Besides the ride out was just as much fun." Junior Amy Miller added that, "seeing friends in a different atmosphere than school was a lot of fun." Although Shaker student John Schaeffler was not able to attend, but he, in the joy of his friends' excitement, said, "I heard it was great."

As Boogaloos are a tradition at Shaker Heights, there sheds a ray of hope for those who missed out on the fun that there will be more to come. So wipe away the tears. And Nelson Ledges, being the ideal spot for barbeques and Boogaloo's that it is, is sure to be the sight of many more Boogaloo bashes.

David Rona wins "best of show." RUDOLPH

David Rona has great talent

by La Moyne Porter

David Rona, a senior, expressed his brilliant art talent by winning "Best of Show" in the Red Cross Art Event, a judged art competition for junior and senior high school students. The Art Event was sponsored by the Red Cross to start the 1985 Greater Cleveland Red Cross membership campaign, which has a goal of $175,000. The theme for the artwork submitted was a depiction of one or more Red Cross services to the community. David, under the supervision of his teacher, Mr. Timothy Shuckerow, submitted a colored pencil drawing of the Red Cross in a futuristic disaster scene. Rona won the cash prize of $150 for his extreme talent.

David Rona also entered the Shaker Heights Teachers' Association Calender Cover contest where he submitted two silhouette-type drawings of a boy and girl. Results of the contest are not yet known. Rona plans to enter the Cleveland Institute of Art, where he will concentrate on the field of design drawing. Congratulations are in order for David Rona.

EDITOR'S NOTE:

Athletic Director Jerry Masteller was incorrectly quoted in the last issue of **The Shakerite.** No coaches have been fired, as opposed to the information in the article "Supt. answers hot questions," which quoted Mr. Masteller as saying that one coach had been fired. **The Shakerite** regrets the error.

Raiders tough it out

by Mike Rie

The Shaker Baseball team hinged its aspirations of winning the LEL crown and the state tournament on consistent play from all phases of the game. However, after an impressive start, the required blend of strong hitting, solid defense, and reliable pitching could not readily be achieved.

The Red Raiders opened up the season hot. The hitting arsenal, considered among the area's best, was supported by Derek Wheeler and Co., as the boys shot off to a sizzling 7-2 record, thus gaining a seed for the sectional games.

Unfortunately, the ensuing games, both LEL, harbored poor defensive and pitching outputs. Yet, in the midst of a skid, Captain Jack Strauch and Todd Keitlen displayed the intense intestinal fortitude of the club, as they pitched admirably for an 8-7 win over St. Edward, a top team in the district.

The ball players then embarked on the middle portion of their season, one which was marked by many ups and downs. In league games, the Raiders swept both meetings with Normandy (10-6 and 7-6) and Shaw (16-0 and 24-6). Heights, however, won 10-9 in the final inning to squeak out a win from the club which crushed them earlier in the year at Shaker. Nevertheless, it was a well-played game, and it marked the emergence of sophomore Jason Weiner, who now pitches for the varsity. In the other LEL games, Shaker attained some revenge on Garfield by knocking them off 6-5. The red and white weren't as lucky with Lakewood, which swept the games with a 4-2 win. This occurred despite the fact that David Horsfall threw a gutsy six and one third innings for a commendable performance. Horsfall, incidentally, deserves credit for playing well since taking over first base and pitching through the season. Lastly, Valley Forge and Parma, though being victors (12-3 and 5-4, respectively), might feel Shaker's wrath if they're not wary the second time they meet. Shaker stands at 6-6 in the league.

Out of league games have yielded the same sort of results. For instance, there were a couple mediocre showings against two excellent schools that Shaker would have liked to have beaten, namely Brush and Benedictine. But again, there were highlights as well. These included a 20-11 win at Chanel and a victory in the opening round of sectional play. Shaker defeated Warrensville, 21-8, as the bats rocked and pitchers Randy Spilman, Eric Snead, Todd Keitlen, and Mike Rie threw for the win. However, the tournament ended abruptly as, one week later, Euclid beat Shaker, 12-1. The lone run off the frustrated batters came on a home run by Dave Demarco. Demarco leads the team with six roundtrippers and numerous extra base hits. The overall record stands at 12-10, with three games remaining.

The team has obviously shown many faces. Some attribute this to inconsistency, while others feel it might be just the opposite, that the team is consistent in winning the easy games and losing the big ones. Coach Dennis Hogue stated that, "there were no major disappointments," and that, mainly because of a lack of great pitching, this club was destined not to be a "super club," but rather one that would be "hovering around .500." However, some distressed players feel as Kevin Khayat does: "I don't think the record exemplifies the talent the team has."

CHANG

Keitlen rips one in pre-game warm-up.

RUDOLPH

Outlaw displays approach-shot perfection.

Who tarnished tennis?

by Sean Blythe

Remember seven or eight years ago when tennis was really big? Remember when even playground courts had long waiting lists and women walked around in those little socks with the tassles on the heel? Well, all of that has changed, and I think I know who is to blame.

Ronald Reagan is one of those responsible for the demise of tennis. The President's "tough-guy" image has turned a lot of people away from the game. Real men don't play tennis anymore; they chop wood and invade small countries and islands.

I also think that all of those white clothes one wears while playing tennis are a definite turn-off to the President. He may be afraid that his skin will blend in with his outfit and that no one would be able to find him. I doubt this very much. The rouge on his cheeks and his "naturally" jet-black hair would make it fairly easy to pick out Mr. Reagan in a sea of Izod whites.

But don't get me wrong, the President is not the only culprit here. There is also this Madonna person to deal with.

Like in Reagan's case, the color white is hardly what you might call Madonna's "best suited color." Given the nature of her act, I would tend to think a nice sleazy hot-pink and black tennis dress would be best. This, I believe, would not be taken well by some of the more narrow-minded country clubs around the U.S., and Madonna, as well as her multitude of followers, might find it difficult to find a place to play.

Yet Madonna and the President are but two of the many people representing the new American ideals which have thrust tennis into a sort of terminal nothingness, a kind of "endless love." There is one person even more influential in the demise of this once might sport. Her name is Mrs. Bjorn Borg.

When the Beatles broke up, a shocked and sorrowed public brutally and unfairly accused Linda McCartney and Yoko Ono, the wives of two of the band's members, of causing the separation. I'm doing the same for Mrs. Borg.

The woman, who will hereafter be referred to as Bjorn's wife because I don't care to know her real name, is almost single handedly responsible for de-popularizing tennis. She took away from the game the spark which made it run. Bjorn Borg was without doubt one of the most exciting and consistently interesting players of the last few decades, maybe of all time. And SHE took him away from us.

We all saw it happen right before our eyes. Bjorn gets hitched to this chick, and the first thing he does is lose Wimbledon to John MaCenbrat. Then Bjorn does commercials for Oldsmobiles, and then he retires. It's more than just coincidence. Good work, Wifey.

Lately, however, I've seen Bjorn's picture in the paper. It seems that he has won some $200 thousand dollar tournament somewhere (stop me if I'm overwhelming you with facts.) *Could it be that good old Bjorn is overcoming the influence of this lame-o wife of his and is coming back to save the game? Could it be that there will be someone out there again who overrules the official's call in favor of his opponent? Let's all hope so. Bjorn may be our only hope.*

In the meantime, the best we can do is try to keep Madonna off of the courts and in the recording studio. Come to think of it, let's try to keep her out of there, too.

Notes from the bench

by Kyle Bettigole and Ken Chavinson

Hard to believe, isn't it? Nine breezy fun-filled months have zipped by and all of a sudden, we're faced with ten dreary, strenuous weeks of summer. We are well aware of the pressing question that's been on everyone's mind since Sept. 3: What am I going to do with my summer?

Better yet, "Will I be able to part with my corduroys in the ninety degree heat, and retrieve my good old short shorts?" While we here in this corner sweat out these closing weeks of school, we can't help but look forward to the many exciting afternoons at the white sands and crystal clear waters of Mentor Headlands.

Yes, this is truly the summertime paradise for sports enthusiasts like us. We eagerly await for our first chance to greet our new ninth grade schoolmates with a sand punt to the face. In all seriousness, though, our beautiful beach should be put to more constructive use. We here are going to devote our time to sand sports since "that big wave" we've been waiting for for eight years now has yet to show.

Picking up beach blondes has been our forte in recent years. Unfortunately, they always ask us to put them down. One look at our fit and trim legs will show the countless hours we've devoted to "chick-chasing." Likewise, beachcombing has also proven unsuccessful; we always get sand in our hair.

For all of you family types, there are always the summer thrills of Cedar Point. Never go with yours truly. You wouldn't want to leave the park with our lunch on your shirt.

If Sandusky is too far of a schlepp, a trip to the Stadium will also provide many laughs. Let's talk Indians. Let's talk humor. Let's talk cellar. We would address the Tribe with seriousness, but no one takes them seriously anyhow, so why bother? Even Dial-a-Prayer is refusing calls concerning the Indians.

This being the case, let's now focus all of our attention on the Junior A division of the Shaker Boys' League. Look for the Thors to edge the Darts behind the strong right arm of Bobby Bilson.

It has been brought to our attention that there does exist an animal known as the Shaker Vegetable. You know who you are. Day after day you exert all of your energies to the popular sport known as Shaker Gelling. Be it in front of the T.V., in your bed, or standing in the shower, you don't move for ten solid weeks. Then, in September, the rest of us have to listen to you babble about General Hospital, Dynasty, or your lack of air conditioning. Well, we must confess. There comes a time during the summer when we too vegetate — on August thirty-first, when we start and almost finish our summer reading.

Let's not get ahead of ourselves now, though. We still have to get those report cards past the folks. This has become a sport that a large majority of Shaker students find themselves participating in. Before we sign off for the year, though, we felt it appropriate and righteous to offer the following sentiments: To the Summer League Baseball team — best of luck and may you find few stones in your infield. To the football, soccer, softball and track teams — good luck, and may there be many, many water bottles to sooth those August pains. To all of you other Shaker athletes, have a great summer! Until next year, when we will have had time to ponder our journalistic futures, we will see you at the beach!

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Optimism runs on

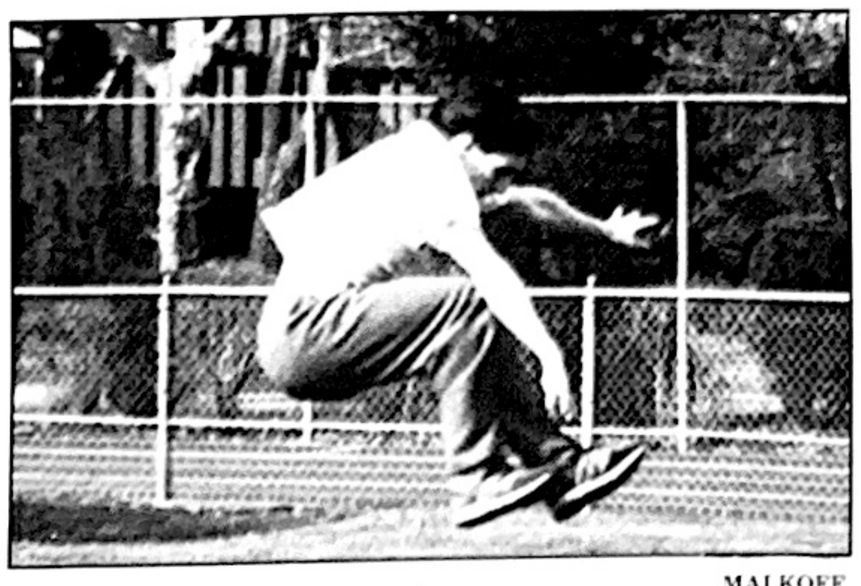
by Cliff Gyves

The Shaker Men's Track team is winding down its 1985 season with many memorable performances and strong hopes for next season. When asked how he feels about the team's success, head coach Bob Rice enthusiastically replied that many individuals went beyond his expectations. These individual performances include Curtis Owens' and Izelle Hopper's 50-second 440's, Jon Brickman's 11'6" pole vault, Cornell Penland's twenty-foot long jumps, and distance successes for Eric Knauf, Jon Glick, Marty Ezelle, Paul Blackhurst, and Bryan Leonard.

With this year's achievements in mind, the team now looks toward a promising future. At the season's onset, Captain Maurice Coffey was doubtful as to who would stick with the team and who would run the specific events, especially the relays. As he nears the season's end, Coffey has no more doubts. He is delighted with the team's performance and expects to see "a lot (of athletes) in states this year." Cornell Penland sees a remarkable improvement since Shaker's disappointing loss to Cleveland Heights mid-season and remarks that the team is ready "to contend in the district and state meets."

Senior Blake Dickson comments on the field events, saying, "This year we had to work with a lack of experience, but we made do with what we had." He adds that with the coming freshmen, "We'll have four years to prepare and expect to see a higher level of excellence on the team."

The men's track team approaches the end of a strong season, and head coach Rice approaches his retirement. Almost everyone interviewed expressed a sense of loss that comes with Mr. Rice's departure. Mr. Rice himself says he cares for the team members, which prompts him to compliment good performances, criticize poor ones, and work the team to the bone. Often one feels Mr. Rice does too much of the latter but realizes that a team needs a push to succeed. The team wishes to thank the assistant coaches, Mr. Charles Richard and Mr. Eugene Kotmel, for their involvement and support and express special gratitude to Mr. Rice for being a dedicated and committed member of the Shaker Track team.



MALKOFF

Boys' track team leaps to victory.

Just call it Cleveland

by Matt Burry and Ken Edelman

Off to their fastest start in almost a year, the Indians again find themselves mired in last place. After a quick 0-5 start, the Indians ran into a slump where they won a few games. More recently, however, the Tribe has returned to its opening form. This recent success can be attributed to the amazing acquisition of Johnny ".210" LeMaster which bumped Julio "Vacuum Cleaner" Franco over to second base and placed Tony "Start the season batting .400" Bernazard on the bench. Since that trade the Indians' batting average has dropped from a lofty second in the league to eleventh. Of course, this has been counteracted by the amazing defense of LeMaster, who has single-handedly lowered the team E.R.A. to below 4.00, compared to the high 4.00's before he was acquired.

The Browns, however, are certainly acting out of character with their manipulation of the National Football League's rules to obtain Bernie Kosar from the grasp of the Minnesota Vikings. (Note: The rumor that the Vikings are thinking of moving to Cleveland where their blunder would be accepted as routine as no truth whatsoever). There is a dark lining to every silver cloud, however. Even though the Browns retained the services of Chip "On the shoulder" Banks, he seems to have encountered a worldly distraction (i.e. female) in Atlanta because he has not, as yet, reported to the Brown's minicamp. Of course, all-purpose owner Art Modell is meeting with him to discuss his future with the Browns (Banks' future not Modell's; Banks does not hold THAT much power over the franchise).

The Cavs, the bright spot of the Cleveland sport's scene, have departed us for this season but not without a valiant effort. They shifted from being the Cadavers at the Mausoleum after their 2-19 debacle, to giving the world champion Boston Celtics the hardest battle they have yet faced in this year's playoffs. After the Cavs, the Celts dispersed the Pistons, 4-2, and have jumped to a 2-0 lead over the Sixers. The Sixers, remember them, the team the Cavs handily defeated four times in a row during the regular season? Who has raised them from the dead after they were buried alive by Ted "Too Stupid" Stepien? Credit must be given to George "The Savior" Karl and Harry "Fire the successful coach (Nissalke) and end up looking like a genius" Weltman. The players too, were a small factor.

And the Force, well, better luck next year.

Softball is on the ball

by Meg Davies

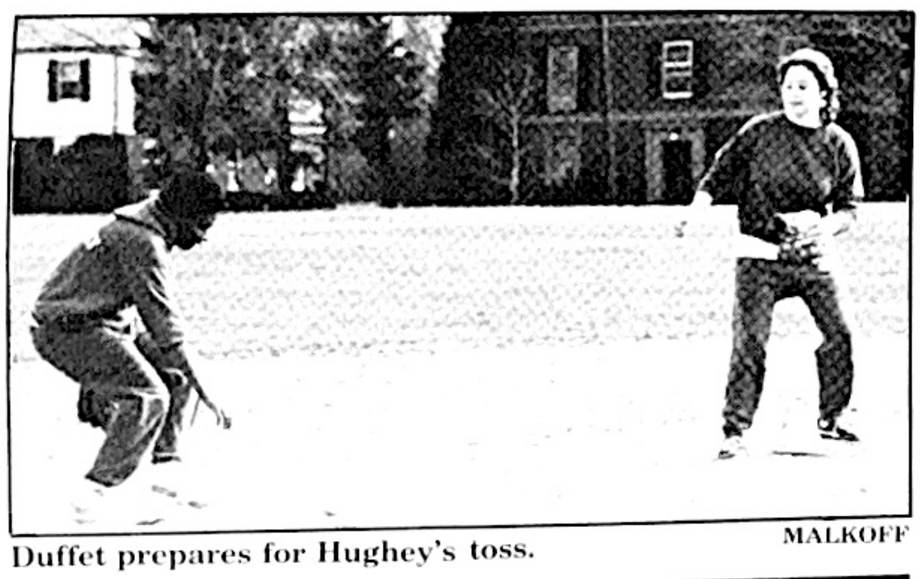
The outstanding Shaker softball team is out standing on the softball field almost every day, except Sunday, for one and a half to two hours and on Saturdays up to three hours practicing. This team really knows how to make Shaker look good! They have worked very hard this season, and their results proved this.

The team is a young one made up mostly of players who will return next year. *The team consists of freshman Hilary Hughes; sophomores Julie Robertson, Lisa Duffett, Lisa Coleman, Marilou Dean, Chris Cutten, and Laurie Rosenthal; juniors Kris Peterjohn, Lisa Strauch, Vera Ptak, Ann Coyle, and Amara Cohen, and seniors Katherine Ziegler, Lisa Booker, Nicole Donnelly, and Kim Hughey.* The team captains are Hughey and Booker.

The starting line up is "on the ball" with Hughes pitching, Peterjohn as catcher, Donnelly on first base, Ptak at second, Hughey as shortstop, Strauch at third base, Duffett in left field, Booker as center fielder, and Ziegler over in right field.

"The team has been playing better and better," said coach Ernie Welsch. The team has a strong battery with Peterjohn and Hughes. Duffett, Hughey and Ziegler are the power hitters. Donnelly has been consistently good at first base, and Strauch has been doing a terrific job at third. The aggressive running of Booker and Hughey along with an enthusiastic bench has given the team plenty of spirit. The bench players are very capable and respond well when called upon for pinch hitting and spot fielding and will fill the open spots well next year.

The team has a 7-3 LEL record and defeated Nordonia in the district semifinals on May 13. Going into the semifinals game, they had a four-game winning streak. The spirit and hard work really showed when the team came back in the seventh inning scoring 6 runs to win 7-2. Josh Davis, a great softball fan club member, described the game best by saying, "definitely the most exciting, absolutely. It was awesome!" After watching a spectacular triple play completed by Hughes, Hughey, Strauch and Ptak, one would have to agree with him. The team then played in the district championship on May 15, against the tough Kent-Roosevelt team but were defeated 9-1. Coach Welsch adds, "They're a young team with a very promising future and lots of enthusiasm."



MALKOFF

Duffet prepares for Hughey's toss.

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